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Meeting the Challenge IV

Detailed Three-Year Plan for Education in Alberta

1997/1998 - 1999/2000

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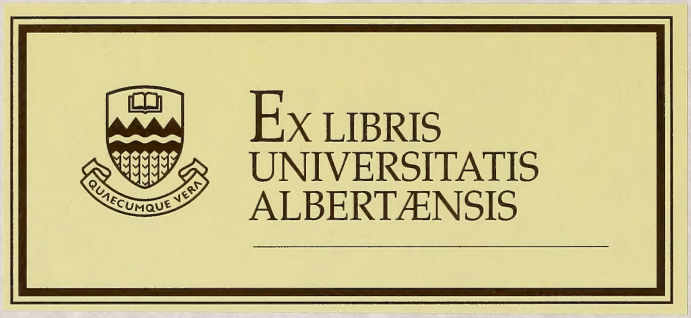

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This three-year plan for education in Alberta is available on the Internet at Alberta Education's home page (http://ednet.edc.gov.ab.ca).

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I am pleased to release *Meeting the Challenge IV, the Detailed Three-Year Plan for Education in Alberta.*

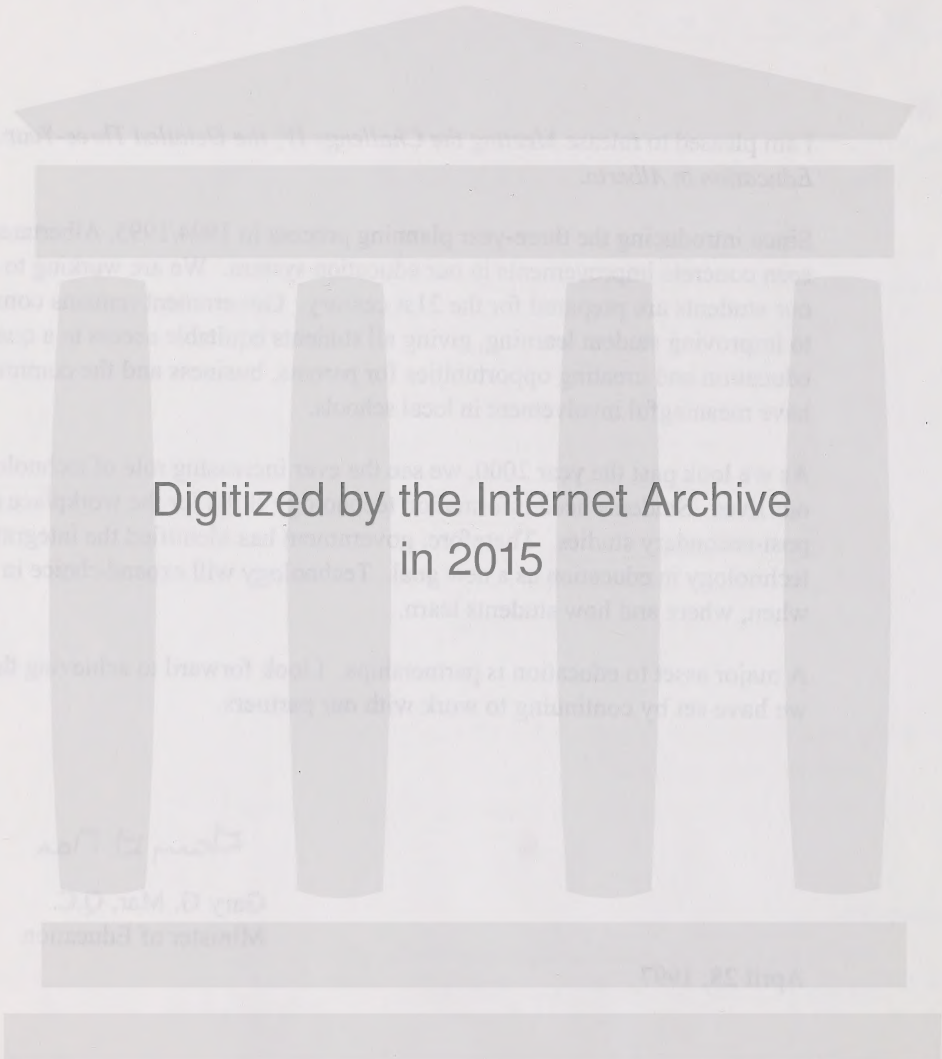
Since introducing the three-year planning process in 1994/1995, Albertans have seen concrete improvements in our education system. We are working to ensure our students are prepared for the 21st century. Government remains committed to improving student learning, giving all students equitable access to a quality education and creating opportunities for parents, business and the community to have meaningful involvement in local schools.

As we look past the year 2000, we see the ever increasing role of technology in our lives. Students need information technology skills for the workplace and post-secondary studies. Therefore, government has identified the integration of technology in education as a new goal. Technology will expand choice in what, when, where and how students learn.

A major asset to education is partnerships. I look forward to achieving the goals we have set by continuing to work with our partners.

Gary G. Mar, Q.C.
Minister of Education

April 28, 1997



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An education system that helps Alberta's young people become self-reliant, responsible, caring and contributing members of society is a top priority of the Alberta Government. *Meeting the Challenge IV* supports government's commitment to high standards for students, excellent schools, increased accountability and greater community involvement in education. Strong financial management of the resources available ensures that education dollars are used efficiently to provide high quality programs and services for Alberta students from Early Childhood Services (ECS) to Grade 12.

The plan builds on our accomplishments and advances our province's commitment to the three core businesses of people, prosperity and preservation. A quality learning environment with improved access to information technology will improve and expand students' choice and flexibility in what, when, where and how they learn. The plan also reflects the province's commitment to preserve a safe and caring school environment for our students. We will continue to work in partnership with Albertans to provide the best education for all Alberta students.

Accomplishments and Results, 1994/1995 - 1996/1997

Meeting the Challenge, government's three-year plan for education, was first published in February 1994. Each year since, it has been updated and results have been assessed and reported. Major progress has been made over the past three years in improving education for students and in restructuring the education system with the help of our education partners. As a result of implementing the three-year plan, the education system is more equitable, efficient, effective, responsive and accountable. Information on accomplishments and results is available in Alberta Education's *91st Annual Report* and *2nd Annual Results Report* (September 1996), the brochure "Meeting the Challenge: Key Accomplishments in Education 1994/95 to 1996/97" and government's report, *Measuring Up* (June 1996).

Key Areas for Improving Alberta's Education System

Information from education performance measures, three-year plan implementation, school board education plans and other sources indicates there are still some areas that need improvement in the education system. Four key areas for continuous improvement have been identified and are addressed in this plan. These also will be addressed in school authority three-year education plans for 1997/1998 to 1999/2000.

- ***Increasing high school completion rates:*** Alberta Education will work with all Albertans to review curriculum, improve career education, increase student awareness of the importance of staying in school and support alternatives to traditional schooling.

- ***Improving secondary student achievement in mathematics:*** Alberta Education will work with school authorities to identify ways to improve mathematics achievement of secondary students, and increase emphasis on problem solving in curriculum, instructional materials and student evaluation.

- ***Improving student access to information technology:*** Alberta Education will provide matching funds to put more computers in classrooms; establish requirements for technology in school authority three-year plans; develop curriculum standards for technology skills; and encourage the enhancement of teachers' abilities to use technology in instruction.

- ***Improving co-ordination of services for children:*** Alberta Education will work with other departments and agencies to support the re-design of the delivery of children's services across the province; work with school authorities to improve services for children with special needs; support student health research initiatives with Alberta Health, to identify improved ways of meeting students' health and related service needs; and work with other departments on case review and service plans to improve services for children with severe special needs.

Vision for Education: A Foundation for Our Children's Future

All Alberta students will have the opportunity to acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

Meet the needs of students in a rapidly changing world
Social, economic, and technological changes in our society are happening more frequently, and more rapidly than thought possible. Our education system will make continuous improvements to ensure that Alberta students are well prepared for the 21st century.

Ensure quality programs and high standards for all students
Students will know clearly what they are expected to learn. Schools will achieve excellence by setting high standards and expectations, and by encouraging students to develop high expectations for themselves and to take responsibility for their learning. Increased testing and improved reporting will ensure that students, teachers, parents and other Albertans know and understand what our young people have achieved and what they still need to learn.

Ensure students come first
The efforts of the entire education system will focus on providing all students with equitable opportunities, regardless of their family income, where they live in Alberta, or whether they have special needs.

Help students be the best they can be
All students will have access to education programs that develop individual potential and prepare them for daily living and the challenges of the world of work and lifelong learning.

Students will have a solid knowledge of the language arts, mathematics, science, and social studies; and an appreciation for our history, our literature and arts, and the cultures that make up our country. They will be able to solve problems, to cope with uncertainty, and to find opportunities in change.

Involve all Albertans in education
All Albertans - students, parents, the community, teachers, principals, trustees, superintendents, business and government - share the responsibility to provide Alberta students with the best possible education.

Focus resources on students
Parents and communities will help schools decide how to use available resources to enable students to learn and meet provincial standards. Boards will ensure that the focus of all spending is on supporting and improving student learning.

Teachers have a vital role
Schools and teachers will demonstrate that students are learning. Teachers will continue to be well-prepared to help students meet performance standards and attain learning expectations. Teachers have the desire to continue to develop new skills, share in leadership and decision-making, and support other teachers.

Provide opportunities for choice
There will continue to be a diverse range of programs and schools to serve students from different backgrounds and to support community values. Parents and students will have greater opportunity to select schools and programs.

Ensure excellence and affordability
Albertans will receive full value for their education tax dollars. All levels of the education system - provincial, school jurisdiction and school - will operate efficiently and keep administrative costs under control to ensure that more education dollars are directed to the classroom. The province will have a quality education system at a cost Albertans can afford.

Account to Albertans
Albertans have the information they need to know that the province has a solid education system, that progress has been made with available resources, and that improvements are under way.

Mission, Mandate, Principles and Beliefs

Mission

"The Best Education For All Alberta Students."

Mandate

Education is responsible for ensuring that all students have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

Principles

- ***Access to quality education:*** Every student in Alberta has the right of access to a quality basic education which is consistent with the student's abilities and provides the necessary knowledge, skills and attitudes to fulfill personal goals and contribute to society as a whole.

- ***Equity:*** All students in Alberta will have access to a quality basic education regardless of where in the province they live.

- ***Flexibility:*** Within standards and policies set by the provincial government, there will be opportunities for choice in the public education system. School boards, schools and individual teachers have flexibility to meet the unique needs of the students and communities they serve.

- ***Responsiveness:*** The student is the focus of all activities in the education system: legislation, policies and practices must respond to the needs of students.

- ***Accountability:*** All those involved in making decisions about educational matters, including the allocation of public funds for education, must be accountable for their decisions and choices. This includes the Minister of Education, school boards and their staff, parents, as well as students.

Beliefs

- All students have the right of equitable access to a quality basic education program that meets their diverse needs.
- Students are responsible for participating fully in the achievement of their educational success.
- All students must have strong reading, writing and math skills with which to develop critical thinking.
- Students are entitled to a safe, secure and caring learning environment where each individual is respected and valued.
- Education is an essential building block of our society's future.
- The education system must provide our society with creative and critical thinkers and problem solvers, who are prepared for the world of work, post-secondary studies, life-long learning and citizenship in a complex world.
- The education system must provide opportunities for students to acquire the entrepreneurial and technical skills and work habits required for success in the rapidly changing, high-tech global economy.
- Quality educational programs develop the total person - social, physical, intellectual, cultural and emotional dimensions.
- High learning expectations challenge all students to learn and achieve.
- The success of students is the shared responsibility of students, parents, school, community, and government.
- Parents should have opportunities for involvement in important decisions about their children's education.
- Parents and the public should have access to timely information about the performance and cost of the education system.
- The satisfaction of students, parents and the public is critical to the success of the education system.
- Resources and relevant decision making should be located where education happens.
- All those responsible for decisions about education, including the expenditure of education funds, are accountable to Albertans for actions and results.
- Available resources can maintain and improve the quality of education for students if managed efficiently and innovatively.
- The provision of educational funding must be fair, adequate, and affordable.

Basic Education in Alberta - the Definition

A school's first obligation is to provide a solid core program consisting of language arts, mathematics, science, and social studies.

Schools have the responsibility to provide instructional programs that ensure students will meet the provincial graduation requirements and are prepared for entry into the workplace or post-secondary studies. As well, schools must ensure that students understand the rights and responsibilities of citizenship, and have the skills and disposition to pursue learning throughout their lives.

Learning Expectations

Schools will be accountable for their students' achievement of provincial learning standards including employability skills consistent with workplace requirements. Schools will provide a variety of learning experiences so that students:

- Read for information, understanding and enjoyment.
- Write and speak clearly, accurately and appropriately for the context.
- Use mathematics to solve problems in business, science and daily-life situations.
- Understand the physical world, ecology and the diversity of life.
- Understand the scientific method and the societal context of science.
- Know the history and geography of Canada and have a general understanding of world history and geography.
- Understand Canada's political, social, and economic systems within a global context.
- Research an issue thoroughly.
- Know how to work independently and as part of a team.
- Respect the cultural diversity of Canada and appreciate literature and the arts.
- Know the basic requirements of an active, healthful lifestyle.
- Recognize the importance of accepting responsibility for their physical and emotional well-being and appreciate the role of the family and other relationships to that well-being.
- Manage time and other resources needed to complete a task.
- Use computer and communication technologies.
- Demonstrate initiative, leadership, flexibility, and persistence.
- Evaluate their own endeavours and continually strive to improve.
- Have the desire and realize the need for life-long learning.

Schools also may provide the opportunity for students to acquire a second language. All students must be able to demonstrate competence in reading and writing English.

Education Delivery

Schools must engage students in a variety of activities that enable them to acquire the expected learnings. Many students will require concrete, hands-on approaches to achieve the expected results. Schools will have authority to deploy resources and may use any instructional technique acceptable to the community as long as the results are achieved. Schools and teachers are encouraged to take advantage of different delivery options such as distance education and workplace learning.

Senior high school students will be able to learn employability skills in the workplace. The school will provide support to ensure a broad theoretical understanding of those specific skills. The province will provide high school credit for workplace learning that is certified by the school and by the employer. This will ensure that students have the skills demanded by business and gain recognized work experience to assist in making the transition from school to work.

Wherever possible, school programs and credit granting procedures will be redesigned to ensure compatibility with post-secondary and occupational training programs, thus improving the efficiency of the entire system by removing duplication.

Standards for Student Learning

The province will define acceptable standards and standards of excellence for student achievement. Business will be a key player in defining the specific learning requirements of industry. Schools, school jurisdictions and the province will assess and report on the full range of student learning.

The school's primary responsibility is to ensure that students meet or exceed the provincial standards, as reflected in student learning expectations, provincial achievement tests, diploma examinations and graduation requirements. School boards and schools will consult with parents and other members of their communities about student performance, and set specific improvement targets in relation to provincial achievement test and diploma examination standards.

Core Business of Alberta Education

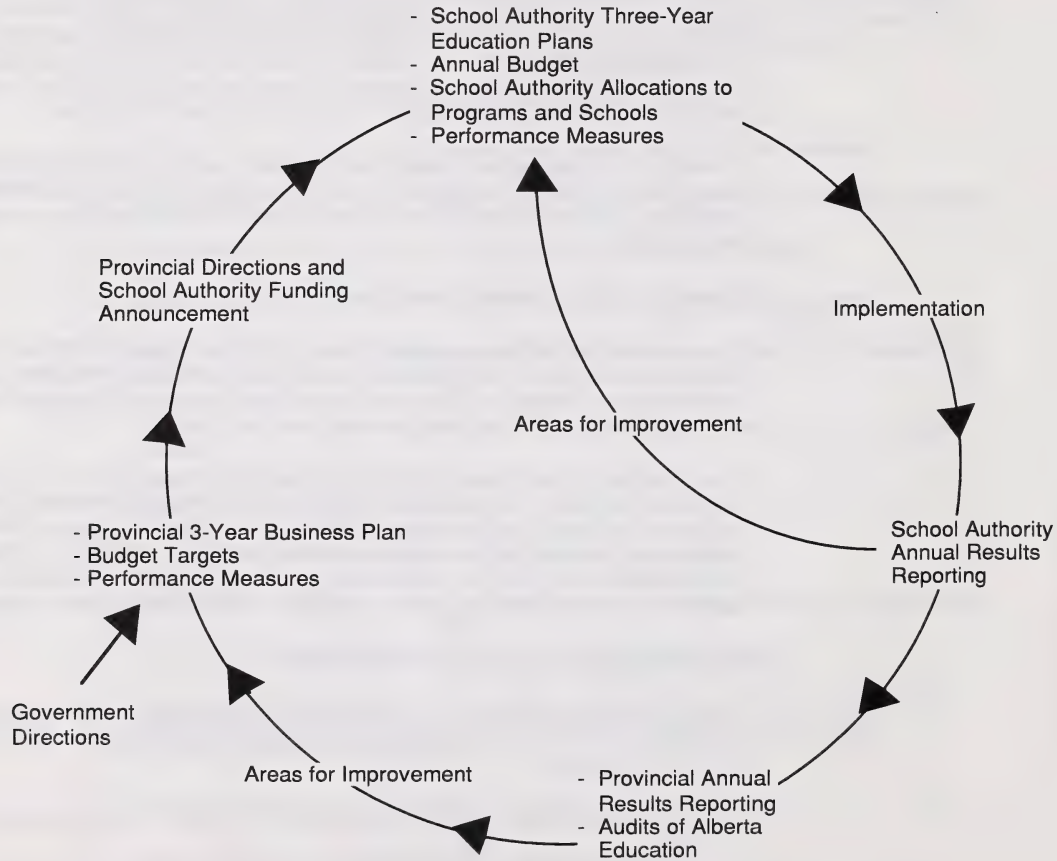
Alberta Education carries out the provincial government's constitutional responsibility for education under the direction of the Minister. The department has four core functions:

- To set and communicate high standards, focusing on what students need to learn.
- To assess and report to government and the public on student achievement and the performance and cost of the education system.
- To provide funding to school authorities on a fair and equitable basis and control the cost of education.

➲ To develop and implement legislation, policies and long-range plans for the education system.

Accountability Cycle

The Accountability Cycle for Alberta's education system is a key mechanism for carrying out the provincial responsibility for education. The provincial government and school authorities establish directions and budgets, implement plans and assess progress in order to make continuous improvements and report publicly on results. These interlinked activities ensure consistency with provincial directions, provide for school authority feedback into provincial planning for education and enhance accountability throughout Alberta's education system.


- School Authority Three-Year Education Plans
- Annual Budget
- School Authority Allocations to Programs and Schools
- Performance Measures
Implementation
School Authority Annual Results Reporting
- Provincial Annual Results Reporting
- Audits of Alberta Education
Areas for Improvement
- Provincial 3-Year Business Plan
- Budget Targets
- Performance Measures
Government Directions
Provincial Directions and School Authority Funding Announcement
Areas for Improvement

Education's mandate is to ensure that students have the opportunity to acquire the knowledge, skills and attitudes they need to become self-reliant, responsible, caring and contributing members of society. The eight goals in this three-year plan help to fulfill this mandate by outlining directions for enhancing student learning in goal one and for enhancing supporting elements of the education system in the other goals. Identified for each goal are the results to be achieved, performance measures to be used to assess and report on progress, and the strategies that will be pursued to achieve the goals. School boards include designated provincial goals, results and measures, and develop strategies to address these in their three-year plans.

Results, Measures & Department Strategies for Education Goals

Goal 1: Education is focused on what students need to learn and students achieve high standards.

Results

- Alberta's learning standards meet the expectations of Albertans.
- Students acquire the education they need to prepare them for work, further studies and for citizenship.
- School jurisdictions and schools are effective in providing all students with opportunities for success.
- Students achieve provincial and national learning standards.
- School authorities use performance measure results to improve student learning.

Performance Measures

- Percentage of students who receive a high school diploma or certificate, or enter post-secondary studies within 6 years of entering grade 9.
- Percentage of students who achieve an acceptable standard or standard of excellence on provincial achievement tests and diploma examinations.
- Percentage of students, parents and the public who are satisfied with the preparation of students for the workplace or post-secondary education.
- Percentage of students and parents who are satisfied with the quality of education.
- Percentage of Albertans who are satisfied that the curriculum focuses on what students need to learn and learning standards are high enough.
- Performance of Alberta students in achieving national and international standards compared with students outside of Alberta.
- School authorities identify areas for improving student learning from their results reports and address these in their plans.

Department Strategies

1.1 Continue to ensure high standards for education and communicate clear learning outcomes.

1.2 Increase the emphasis on problem solving in curriculum, instructional materials and assessment.

1.3 Work with school authorities to establish a list of key program delivery factors that could be used by schools to improve mathematics achievement of secondary school students.

1.4 Provide classroom assessment materials to enhance teachers' understanding of provincial standards.

1.5 Provide information to parents on what students are expected to learn and to schools on what each student has achieved in relation to the provincial standards.

1.6 Work with Advanced Education and Career Development to provide information to learners/students, parents and others on career development, the labour market, learning opportunities, and the workplace.

1.7 Work with Advanced Education and Career Development to ease transitions for youth among school, work and adult learning by recognizing prior learning achieved in and outside the classroom.

1.8 Review the K-12 curriculum (especially Health, Personal Life Skills, and CALM 20) to identify knowledge and skills related to business awareness, employability skills and enterpreneurship.

1.9 Increase the availability of diploma examinations to accommodate more effectively students' examination needs.

1.10 Through the Western Protocol, work to identify common standards and resources in mathematics, English language arts, Français and French language arts, aboriginal and international languages, and native studies.

1.11 Work in collaboration with other provinces to identify Pan-Canadian standards for science learning.

1.12 Complete selected components of Career and Technology Studies in French.

Goal 2: Parents and the community have the opportunity to be involved in the governance and delivery of a restructured education system.

Results

- Parents and students have a variety of choices within the public education system.
- Parents, business and the community have meaningful roles in education.

- All schools are safe and caring.

Performance Measures

- Alternative programs and delivery approaches available to Alberta students.
- Percentage of parents and the public satisfied that the local school council gives them a meaningful role.
- Percentage of students and parents satisfied that school provides a safe and caring learning environment.

Department Strategies

2.13 Assist school authorities to inform parents and the community, including business, of ways to be involved in schools and provide input to the education system.

2.14 Support and monitor the effectiveness of school councils.

2.15 Monitor the implementation of school-based decision making.

2.16 Continue to implement and monitor the effectiveness of charter schools.

2.17 Work with students and other partners to identify ways to improve student conduct and school climate.

2.18 With Advanced Education and Career Development, work with employers and educators to create more opportunities for youth to develop competencies by integrating classroom and workplace learning.

2.19 Support regional consortia in co-ordinating resources for the implementation of school councils, school-based decision making and for staff development.

Goal 3: Students have access to the services they require.

Results

- Services for children are co-ordinated at the provincial and local levels.

Performance Measure

- Percentage of parents of children with severe special needs who are satisfied with services for their child.

Department Strategies

3.20 Provide guidelines to assist school authorities to develop local co-ordination of service agreements for improving services for students with special needs.

3.21 Support school health research initiatives to identify improved ways of meeting students' health and related service needs.

3.22 Work with Alberta Family and Social Services, Alberta Health, and other government departments on case review and service plans to improve services for students with severe special needs.

3.23 Work with other departments and agencies to improve service standards and funding mechanisms in support of the Redesign of Children's Services in Alberta.

Goal 4: Teaching in Alberta consistently is of high quality.

Results

- Teacher preparation and professional growth focus on the competencies needed to help students learn.
- Teachers know the Alberta curriculum and have the skills and knowledge needed to provide students with the best possible opportunity to learn.
- Teachers evaluate student needs and progress, and use the results to improve student learning.
- Teachers help students achieve provincial learning expectations and high standards.

Performance Measures

- Percentage of students who agree that teachers use a variety of approaches to meet their individual needs.
- Percentage of parents who are satisfied that teachers:
  - use methods that help students learn,
  - help students achieve learning expectations and high standards, and
  - clearly communicate learning expectations for their child.
- Percentage of teachers receiving permanent certification who report:
  - their teacher preparation program, and
  - professional development while holding an interim certificate.

  provided them with the competencies needed to help students learn.
- Percentage of principals who agree that teachers holding an interim certificate:
  - know how to evaluate student needs and progress, and
  - use results of their evaluation to improve student learning.

Department Strategies

4.24 Implement updated teacher preparation, certification and evaluation requirements.

4.25 Communicate competencies for beginning and experienced teachers.

4.26 Work with partners to develop ways to monitor and report on the effectiveness of updated teacher preparation, certification, professional development and evaluation requirements.

4.27 Identify and communicate "best practices" for supervising and mentoring beginning teachers.

4.28 Identify and communicate "best practices" for teacher evaluation and professional development.

Goal 5: Information technology is integrated into education to enhance student learning, and increase efficiency and flexibility of delivery.

Results

- Students have information technology skills needed for K-12 learning, post-secondary studies and the workplace.
- Information technology expands choice and flexibility in what, when, where and how students learn.
- Teachers integrate information technology into the instruction and management of student learning.

Performance Measures

- Percentage of students and parents satisfied:
  - with student access to technology in school, and
  - that school improves students' computer skills.
- Ratio of student to modern(ized) classroom computers less than five years old.
- Variation in student/computer ratio among all schools.

Department Strategies

5.29 Develop curriculum standards for technology skills to be achieved by students.

5.30 Work with Advanced Education and Career Development to coordinate strategies between schools and the post-secondary system for integration of technologies into teaching and learning.

5.31 Work with school authorities and institutions providing teacher preparation to improve teachers' ability to support and direct student learning in a technology-facilitated learning environment.

5.32 Provide matching funds for modern computers in the classroom.

5.33 Establish requirements for addressing technology in school authority three-year education plans.

5.34 Work with education partners to improve the electronic exchange of information.

5.35 Develop integrated instructional support systems for schools and school authorities and administrative systems for the department.

Goal 6: The education funding system is fair, equitable and affordable.

Results

- All school boards and schools are equitably funded.
- Albertans pay comparable education taxes on properties of equal value.
- The province, school authorities and schools are efficient in their use of available resources.

Performance Measures

- Differences in per student spending per school year by school jurisdiction.
- Average annual provincial equalized property tax rates.
- School jurisdiction spending on instruction and administration as a percentage of total school jurisdiction spending.
- Percentage of parents and the public who are satisfied with the value received from the public funds spent on education.
- Interprovincial comparisons of per student expenditures.
- Cost of new school construction per square metre.

Department Strategies

6.36 Continue to increase the proportion of funding used for instruction.

6.37 Complete the phase-in of uniform property tax rates for education.

6.38 Assess and adjust the Funding Framework to maintain equitable funding to school boards.

6.39 Provide funding for priority school construction and modernization projects.

Goal 7: The education system is open and accountable for achievement of results and use of resources.

Results

- Albertans have timely and meaningful information about student achievement and cost of education at the provincial, school authority and school levels.

Performance Measures

- Percentage of parents who are satisfied with their access to and the quality of school information about their children's progress and achievement.
- Percentage of Albertans who are satisfied with information received about how money is spent by schools, school jurisdictions and the province.

Department Strategies

7.40 Report regularly to the public on student learning and achievement, costs and other results of Alberta's education system, and develop actions to improve education.

7.41 Complete the phase-in of school authority and school three-year education plans and results reports.

7.42 Continue to assess school authority education plans and results reports, provide feedback, and use results to improve education.

7.43 Continue to conduct inspections of selected financial, administrative and program matters, and make the results public.

7.44 Continue to implement Freedom of Information and Protection of Privacy legislation (FOIPP).

Goal 8: Alberta Education is managed effectively and efficiently to achieve government goals.

Results

- Department service is of high quality, affordable and focused on the needs of clients.
- The department is reduced and its work is guided by government's vision, mission and goals for education and the department's mandate.
- Staff productivity plans are linked to government's goals for education and are focused on the department's core responsibilities and legislated functions.

Performance Measures

- Cost per public system student of department operations.
- Percentage of employees whose productivity plans or contracts are linked to the three-year plan for education or legislated functions.
- Alberta Education spending as a percentage of total education spending.

Department Strategies

8.45 Continue to streamline business processes and support innovations that improve the quality and delivery of department services and operations.

8.46 Continue to privatize or eliminate department functions that are not best-suited or essential for government.

8.47 Continue to simplify and reduce regulatory requirements in the implementation of Alberta Education's deregulation action plan, and provide it to the public.

8.48 Better align the department's structure and resources to implement education plan goals.

8.49 Use technology to provide more effective and efficient department operations and services.

8.50 Address the recommendations of the external assessment of the department's performance.

About $3 billion is spent annually to provide high quality programs for over 560,000 students from Early Childhood Services (ECS) to Grade 12. The Funding Framework ensures that funds are used effectively and efficiently to provide school programs, facilities and transportation for students. The framework also ensures that government spending targets are met, ensuring Albertans a quality education system at an affordable cost. Funds are focused on instruction to enable Alberta's young people to achieve high standards and to prepare for work, further study and citizenship.

Education Spending, 1997/1998 to 1999/2000 [in $ millions]

Fiscal Year	1992/93 Actuals	1996/97 Forecast	1997/98 Target	1998/99 Target	1999/2000 Target
Public and Separate School Board funding, including ECS*	$2,893	$2,782	$2,875	$2,931	$2,951
Private Schools and Private ECS	$42	$51	$56	$57	$58
Department Operations	$57	$47	$44	$39	$39
LRDC Revolving Fund	$16	$18	$17	$17	$17
Total Spending on Education	$3,008	$2,898	$2,992	$3,044	$3,065
Less opted-out School Boards and Lottery Funds	($130)	($167)	($170)	($171)	($174)
Total Ministry Spending	$2,878	$2,731	$2,822	$2,873	$2,891

*Includes opted-out school boards, contributions to the Teachers' Retirement Fund, the Learning Resources Distributing Centre (LRDC) and Material Resource Centre (MRC) subsidies and reinvestment in education, including lottery funds.

Reinvestment Initiatives

Overall, by 1999/2000 funding for school boards will increase by $169 million or 6.1% from the 1996/1997 forecast. Spending highlights include:

- ***Enrolment Growth:*** A total of about $100 million will be added to support increasing enrolment over the period of the plan.

- ***Regular Instruction:*** An additional $15 million annually will be provided to school boards by increasing the per student instructional grant from $3,686 to $3,716 effective April 1, 1998.

- ***Technology Upgrading for Schools:*** The $40 million for 1997/1998 and 1998/1999 to expand education technology in schools will be increased by $20 million by extending the program through 1999/2000. As well, a one-time contribution of $5 million over two years is being provided from the Lottery Fund. To qualify for funding, school boards must spend a matching amount on approved technology integration projects, doubling the impact of this initiative.

- ***Capital Funding:*** To support the construction and renewal of school buildings, $122 million is allocated for 1997/1998. Beginning in 1998/1999, this amount will be increased by $18 million each year, making the annual allocation $140 million.

- ***Students with Severe Disabilities:*** To recognize an increased number of ECS to Grade 12 students identified with severe disabilities, the 1996/1997 budget was increased $17.9 million through reallocations and supplementary funding. An additional $8.9 million will be added starting in 1997/1998, bringing annual spending to about $77 million.

- ***Equity Funding:*** Beginning in 1998/1999, an increase of $8 million annually will recognize differential costs in rural school jurisdictions, such as transportation, operations and maintenance of schools, and sparsity and distance.

Ministry Consolidated Income Statement
(thousands of dollars)

	Comparable							
	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
	Actual				Forecast	Estimate	Target	Target
REVENUE								
Department	5,168	8,667	5,849	9,280	4,630	3,007	2,796	2,796
Education Revolving Fund	25,419	24,008	22,869	21,777	23,805	22,157	22,545	22,545
Alberta School Foundation Fund	1,114,633	1,167,883	1,200,993	1,201,397	1,166,601	1,170,454	1,110,396	1,085,251
Consolidation Adjustments	(8,902)	(4,671)	(4,346)	1,979	(13,541)	(5,943)	(5,975)	(5,975)
Consolidated Revenue	1,136,318	1,195,887	1,225,365	1,234,433	1,181,495	1,189,675	1,129,762	1,104,617
EXPENSE								
Department	1,746,955	1,783,042	1,540,030	1,491,666	1,548,872	1,635,637	1,747,571	1,790,810
Education Revolving Fund	25,300	24,589	22,771	22,331	23,655	22,177	22,545	22,545
Alberta School Foundation Fund	1,114,696	1,167,591	1,189,347	1,199,123	1,164,000	1,170,450	1,109,146	1,084,001
Consolidation adjustments	(8,902)	(4,671)	(4,346)	(5,712)	(5,850)	(5,943)	(5,975)	(5,975)
Consolidated Expense	2,878,049	2,970,551	2,747,802	2,707,408	2,730,677	2,822,321	2,873,287	2,891,381
Gain/(Loss) on disposal	–	(3)	(4)	(44)	–	–	–	–
Net Revenue (Expense)	(1,741,731)	(1,774,667)	(1,522,441)	(1,473,019)	(1,549,182)	(1,632,646)	(1,743,525)	(1,786,764)

Report on Key Performance Measures for Education Accountability

Key and supplementary performance measures for the education system are used to assess and report annually on the quality of education in Alberta and to identify areas for improvement. Some of the key performance measures also are used by school authorities and schools to assess and report on their results and to identify improvement areas. Provided below is the latest available provincial information on the key measures in Meeting the Challenge IV.

➲ **Percentage of students in grades 3, 6 and 9 who met or exceeded the acceptable standard on provincial achievement tests.**

Subject	1991	1992	1993	1994	1995	1996	Standard
Grade 3							
Language Arts			76%		81%	86%	85%
Mathematics				87%	89%	91%	85%
Grade 6							
Language Arts		70%			80%	84%	85%
Mathematics	73%				81%	85%	85%
Science				85%	82%	86%	85%
Social Studies			76%		79%	78%	85%
Grade 9							
Language Arts				81%	82%	88%	85%
Mathematics		61%			66%	69%	85%
Science			73%		76%	81%	85%
Social Studies	75%				75%	79%	85%

Note: Achievement standards are set by members of the public and educators in relation to expected learning outcomes in the prescribed curriculum.

➲ **Percentage of students writing grade 12 examinations who met or exceeded the acceptable standard.**

Subject	1991/92	1992/93	1993/94	1994/95	1995/96	Standard
English 30	89%	88%	87%	87%	91%	85%
English 33	87%	86%	85%	86%	86%	85%
Social Studies 30	81%	80%	84%	84%	84%	85%
Social Studies 33	–	–	–	–	83%	85%
Mathematics 30	73%	75%	75%	74%	74%	85%
Mathematics 33	–	–	–	–	79%	85%
Biology 30	76%	82%	81%	81%	77%	85%
Chemistry 30	83%	82%	80%	84%	82%	85%
Physics 30	81%	82%	85%	84%	80%	85%
Science 30	–	–	–	–	79%	85%

Note: January, June and August results are included for each school year. The acceptable standard is a mark of 50% or higher and the standard of excellence is a mark of 80% or higher.

➲ **Percentage of students who receive a high school diploma or certificate, or enter post-secondary studies within 6 years of entering grade 9.**

1991/92	1992/93	1993/94	1994/95	1995/96	Target 1999/2000
68%	69%	70%	69%	69%	75%

➲ **Percentage of parents and high school students satisfied overall with the quality of education and percentage of parents of children with severe special needs satisfied with services for their child.**

	1995	1996	Target 1999
Parents' overall satisfaction with child's education	88%	88%	90%
Satisfaction of students with the quality of their education	94%	95%	95%
Satisfaction of parents of children with severe special needs	84%	75%	80%

Note: Parents of ECS-12 students were surveyed

➲ **Percentage of parents and high school students satisfied with various important aspects of teaching/school.**

	1995 Students	1996 Parents	1996 Students	Target 1999
Teachers use a variety of methods to help students learn	82%	82%	88%	90%
Teachers help students achieve learning expectations*		–		–
Teachers help students achieve high standards*		–		–
Teachers clearly communicate learning expectations for students		80%		90%

* Information to be collected and reported in 1997

➲ **Percentage of parents and high school students satisfied that school improves students' computer skills and satisfied with student access to technology in school.**

	1995 Students	1996 Parents*	1996 Students	Target 1999
School improves students' computer skills	62%	–	65%	80%
Student access to technology in school*	–	–	–	–

*Information to be collected and reported in 1998

➲ **Percentage of parents, high school students and the public satisfied that high school graduates have the knowledge and skills to get a job and are prepared for post-secondary studies.**

	1996	1995	1996	Target 1999	
	Skills to get a job	Prepared for post-secondary	Prepared for post-secondary	Skills to get a job	Prepared for post-secondary
Parents	47%	65%	70%	55%	75%
High school students	83%	87%	91%	90%	90%
Public	38%	60%	68%	45%	75%

➲ **Percentage of parents satisfied with the information from their school on their child's educational progress and achievement.**

	1995	1996	Target 1999
Satisfied with access to information	90%	87%	90%
Satisfied with the information itself	88%	86%	90%

➲ **Percentage of parents and public satisfied with value received from public funds spent on education.**

	1995	1996	Target 1999
Parents	73%	78%	80%
Public	51%	52%	55%

➲ **Percentage of school board spending on instruction and on system governance and administration based on total school board spending.**

	1993/94	1994/95	Target 1999/2000
Instruction in schools	66.2%	64.9%	70.4% or more
Board governance and system administration	5.5%	6.0%	5.0% or less
Other	28.3%	29.1%	24.6%

Note: Other includes transportation, operations and maintenance, debt servicing and external services.

➲ **Differences in average annual provincial equalized residential property tax rate for education (Alberta School Foundation Fund - Basic Levy).**

	1994	1995	1996	1997	Target 1999
Highest mill rate	11.4	10.2	8.5		
Lowest mill rate	2.2	2.8	3.1		
Average mill rate	7.5	7.3	7.1	7.02	At or below 7.02

➲ **Range in per student expenditure by school jurisdictions.**

	1992/93	1993/94	1994/95	1995/96(E)
Lowest	$3,663	$4,172	$4,596	$5,019
Highest	$22,582	$22,040	$13,594	$12,019
Average	$5,906	$5,838	$5,606	$5,484

➲ **Cost of department operations per public school student.**

1992/93	1993/94	1994/95	1995/96	1996/97(E)	Target 1999/2000
$116	$102	$99	$99	$94	$77

Response Sheet for Meeting the Challenge IV

Dear Reader:

A good plan for the provincial education system has the following characteristics:

- it is readable and understandable,
- provincial direction for education is clearly outlined,
- what needs to be improved is highlighted,
- what will be done to achieve goals and results is identified,
- how results will be measured and reported is clear, and
- budget highlights are provided.

Please answer a few questions to help us improve the provincial plan for education and improve communications with Albertans in the future.

1. How would you rate the readability of the plan for education?

   excellent ____ good ____ fair ____ poor ____

2. How well does the plan help you understand provincial directions for education?

   excellent ____ good ____ fair ____ poor ____

3. Are key improvement areas clearly identified and addressed in the plan?

   excellent ____ good ____ fair ____ poor ____

4. How well do strategies in the plan clarify what will be done to achieve the goals?

   excellent ____ good ____ fair ____ poor ____

5. How well do the performance measures indicate how results will be assessed and reported?

   excellent ____ good ____ fair ____ poor ____

6. Is the summary budget information clear?

   excellent ____ good ____ fair ____ poor ____

7. How will you use the provincial plan for education? develop local plan ____ planning local projects ____

   information sharing ____ other (please specify) _____

8. Please tell us about yourself. I am a (check all that apply): parent ____ teacher ____

   administrator ____ student ____ trustee ____ system administrator ____

   business person ____ other (please specify) _____

Additional comments and suggestions are appreciated. _____

_____

_____

_____

Thank you for your response! The feedback you provide helps us to improve our plan and our reporting to Albertans. It also contributes to the overall picture of how Albertans feel about the government's direction for education.

Please send to: Planning, Alberta Education, Devonian Building, 11160 Jasper Avenue, Edmonton, AB T5K 0L2; by fax: (403) 422-5255; or e-mail at: askED.plan@edc.gov.ab.ca by accessing the plan at Alberta Education's website (http://ednet.edc.gov.ab.ca).

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